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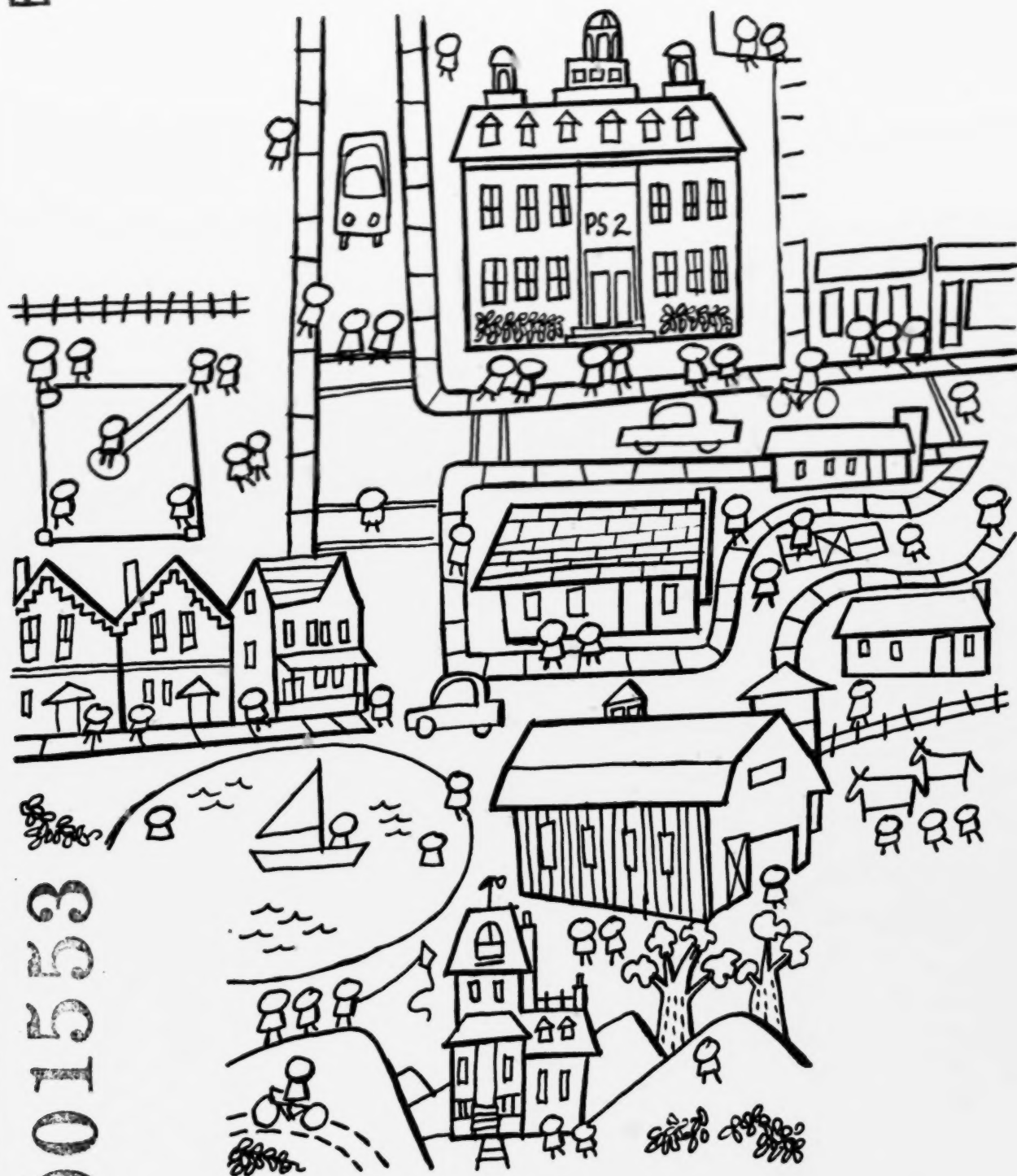
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This teaching manual is divided into four sections: (1) general safety information for teachers, (2) special problems in teaching safety, (3) learning experiences for first through third grades and fourth through sixth grades and (4) selected sources of information and safety teaching aids. Subjects include definition and causes of accidents, accident prevention, safety tasks of the teacher, accident reporting, methods for teaching safety, what to teach and when, and special problems. (D0)

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TEACHING SAFETY



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IN THE ELEMENTARY SCHOOL

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IN THE ELEMENTARY SCHOOL

by

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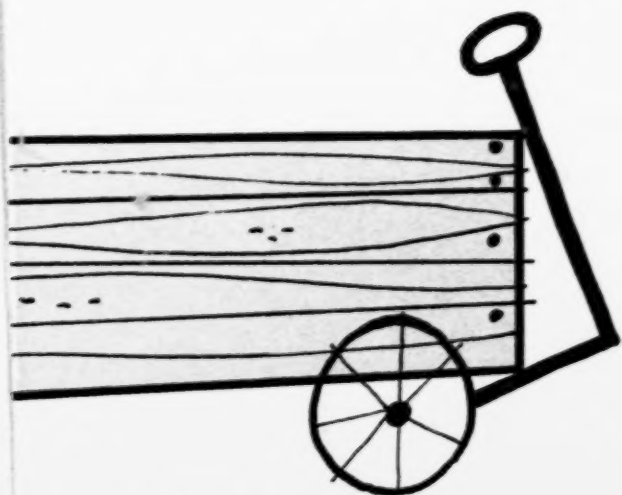
American Association for Health, Physical Education, and Recreation
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Foreword

EVERY YEAR, ACCIDENTS CLAIM THE LIVES OF THOUSANDS of children—and many thousands more are injured. These are facts and figures, but behind the data lies untold human suffering. This is the too-costly way to learn.

By teaching children how to live safely, and by making them want to be safe, the classroom teacher can help prevent many of these accidents. Safety teaching in the elementary school cannot be left to chance; it is vital for the future of every boy and girl.

This pamphlet is divided into four sections. The first section presents general safety information for teachers. The second section deals with the special problems in teaching safety. The third gives learning experiences for primary grades (1, 2, 3) and for intermediate grades (4, 5, 6). The last section lists selected sources of information and safety teaching aids.



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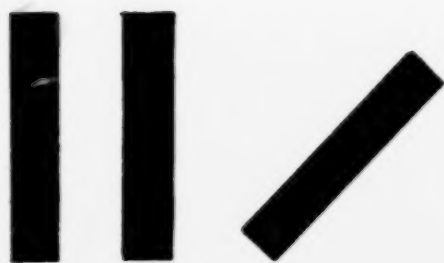
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What Teachers Should Know About Safety

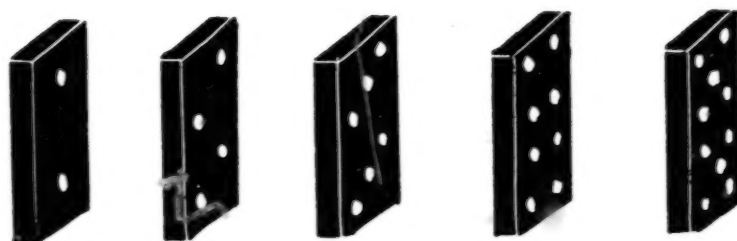
WHAT IS AN ACCIDENT?

An accident is something which happens without planning. However, most people think of accidents in terms of physical injury, death, or at least property damage, and it is this definition we shall use here.

What Causes Accidents?

For the past half century, the National Safety Council has been reminding us that "Accidents don't happen . . . they are caused." Further, there is seldom a single cause of an accident, rather a combination or sequence of circumstances.

One of the pioneer industrial safety engineers, H. W. Heinrich, described the accident sequence as a series of dominoes.



Working backward, we begin with

the *injury*, which is a result of
the *accident*, which is the result of
an *unsafe act or mechanical or physical hazard*, which is the
result of
a *fault of a person*, which is the result of
the person's *social environment or ancestry* (traits of character
such as recklessness or stubbornness, his physical and emotional
state, and his education).

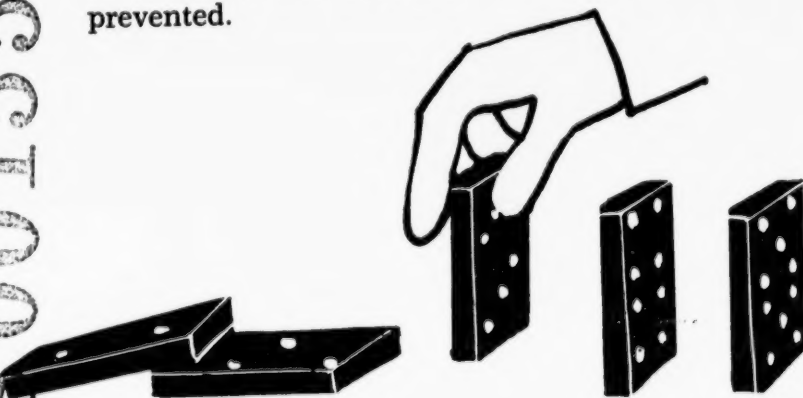
For instance, Jim Brown, who has a quick temper, has an argument with his brother; still angry, he jumps on his bicycle, fails to come to a full stop at the corner, runs into a passing car, and receives a head injury.



How Accidents May Be Controlled

If the dominoes are placed on end, side by side, and the first domino is knocked over, all the dominoes will fall; in other words, the accident sequence will be completed. However, if a key domino is removed, the sequence will stop and the accident will be prevented.

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from *Industrial
Accident Prevention*, by H. W.
Heinrich (4th
ed.). © 1959. Mc-
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Of course, this is greatly simplified. Often there are two or more sequences. For example, Johnny (his mind on a camping trip) fails to clean the mud off his shoes before he enters the school building; Helen, who overslept, rushing to get her classroom before the bell rings, slips and falls on the mud. If Johnny had cleaned his shoes, or if Helen had gone more slowly, the accident might not have happened.

The industrial engineer's job is primarily that of removing the third domino, the unsafe act or mechanical or physical hazard. Our task, as teachers, is primarily with the first and second domino; we help children learn facts, acquire skills, and develop personality characteristics which will keep them from making the mistakes which lead to accidents.

THREE E's OF ACCIDENT PREVENTION

Many of us have heard of the three E's of accident prevention—*Education, Engineering, and Enforcement*. Education is the school's major task, but engineering and enforcement also have their place.



Education

Should children be taught how to carry glass objects? If they need to know how to carry them, then they should be taught.

Should children climb on climbing frames? If climbing is desirable for their physical development, then they should be taught to climb safely.

Should the teacher depend on the policeman to teach traffic safety to the class? Is the policeman an adequately prepared teacher, and is teaching the *primary* duty of the police department? If not, he should not teach the class. He may be used as a resource for traffic safety study, but not as a teacher.

Should boys and girls merely be given rules to avoid hazards? Will they learn to recognize and solve accident problems if they have not been taught by the problem-solving method? If not, then they need problems but, as with arithmetic, the accident problem should be difficult enough to challenge their abilities yet not so difficult as to overwhelm them.



Engineering

You may think you have little to do with engineering for safety, but you can do much to improve the safety of the classroom.

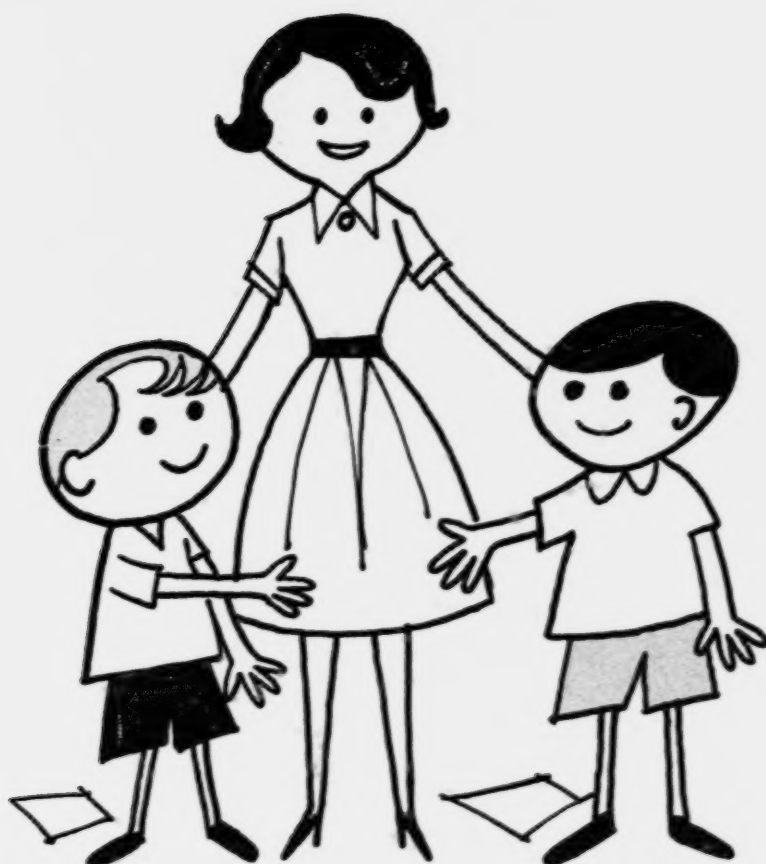
Example: Mr. French found that the inevitable game of baseball during his sixth grader's free recess period resulted in conflict, sometimes painful, with the first grade class which shared the small playground at that time. A faculty study led to grouping of more similar age levels on the playground. Another solution might have been to stagger the recess periods.

Example: Susan Merriweather, with too many children in too small a room, found that, by rearranging the movable desks so that there were three rows, two desks wide, instead of six rows, one desk wide, enough aisle space was gained to allow for rapid and reasonable accident-free traffic.

In "engineering," pupils may also profitably be involved.

Example: Jim reported that the new custodian was blocking the lunch-room exit with wooden milk bottle cases in violation of the fire code.

Example: Hilary suggested that if the children used the north door in going to the playground and the south door in returning, there would be less confusion and less chance of collisions.



Enforcement

When *enforcement* is considered in terms of its near-synonym, *discipline*, you can easily see its relationship to teaching. Part of your job as teachers is to see that children do not hurt one another, intentionally or unintentionally, emotionally or physically, as they grow toward self-discipline.

SAFETY TASKS OF THE TEACHER

Safety education has been defined as the area of experience through which boys and girls learn to make wise choices when injury to self or others is involved.

With knowledge we can engage in activities—driving a car, swimming, skiing, tumbling, biking—that would be too dangerous otherwise. A great safety educator, Albert W. Whitney, points out that one is safe *from* hazards, safe *for* adventure.

There are three important aspects to safe living:

Desire to live safely and to help others do so, often referred to as a *safety attitude*.

Knowledge or information, needed to live safely.

Skill to perform the activity safely.

For a child to want to live safely, he must think of himself as a person worthy to live safely, worthy to make his own plans and decisions. Teachers have a very important part to play in forming this self-image. The best practices of mental health are an integral part of safety education.

Close school-home cooperation helps in understanding each child and his special safety education needs. The child who is fearful, over-aggressive, headstrong, or impatient needs teacher and parent supplementing one another in guidance to overcome these accident-producing traits. And the teacher needs to be ever-alert to physical or emotional difficulties which may lead to accidents.

Because safety education is relatively new, many teachers and parents do not have basic information on safe practices. Almost any community has a wealth of resources—the community safety council, or in rural areas the farm safety committee; the police, fire, and recreation departments; the local chapter of the American Red Cross; and always the public library. Use these resources; check current safety practices. Just because *you* always rode your bicycle on the left-hand side of the street does not necessarily make this the best practice now. As the environment changes, so do safety rules. The wise teacher keeps abreast of these changes.

In developing skills, the teacher needs to use supervision that is gradually withdrawn. Let's take the use of scissors. The first

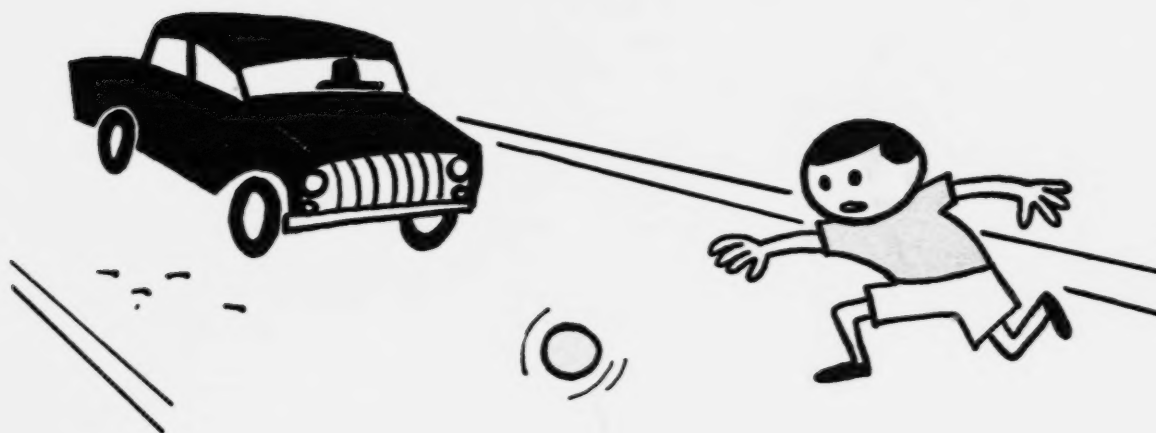


scissors used will be round-pointed. The children will learn under the teacher's guidance to cut away from themselves; to carry the scissors in a box; and to hand them with the handles toward the person. But will these rules be consistently followed? Of course not. The teacher will have to supervise closely until the skill of control and the "skill" of memory are developed sufficiently to trust the group with round-pointed scissors. The teacher protects as the child learns to protect himself.

ACCIDENT REPORTING

The school as a whole should set up a routine for reporting accidents, keeping a yearly record for evaluation of the safety program. Accident reports are of value:

- In obtaining data on the causes of accidents, to be used in curriculum planning and revision
- In pointing out physical environmental hazards, to be used in modifying construction, use, and maintenance of facilities and supplies
- In supplying information for parental and pupil guidance
- In providing the basis for requesting community support
- In evaluating the safety program.



Accident report forms vary, but many schools now utilize the National Safety Council's "Standard Student Accident Report Form." Another form, the "Student Accident Summary Form," supplies information which is compiled in the Council's yearly statistical summary, *Accident Facts*.

In completing accident report forms, teachers sometimes fail to note the underlying causes and circumstances. For example, it is of little value to report the cause of an accident as "falling." Of greater importance is *why*. Did the child fall because of a defective piece of equipment? Was the child doing something wrong before falling? This type of information must be ferreted out if a recurrence of the fall is to be prevented. "Carelessness," "horseplay," "running in the roadway," and "collision with another cyclist" do not designate the real causes of accidents. These are only the last acts of the persons involved in the accident; the true cause lies much deeper. The teacher must note the mental condition of the child at the time of the accident and the events prior to it.

Causes of Accidents

Research studies, experience, and teacher reactions indicate that the major causes of accidents are:

- Insufficient knowledge
- Lack of supervision and poor leadership
- Faulty attitudes (disregard of rules and regulations, lack of courtesy, failure to obey parents and teachers)
- Desire of the child to accomplish something overriding caution (running into the street to get a ball)
- Unsafe environment
- Personal causes (physical handicap, emotional instability, rebelliousness, adventuresomeness)
- Insufficient skill.

Accident statistics can be a valid measure of school safety programs, but only if data are long-range and reliable.





Teaching Safety

GOOD TEACHING IN SAFETY IS THE SAME AS GOOD TEACHING IN ANY area. The key figure is the child. The teacher must know the whole child—his mind, his physical being, and his emotions—and then involve him intellectually, physically, and emotionally in an educational program of doing.

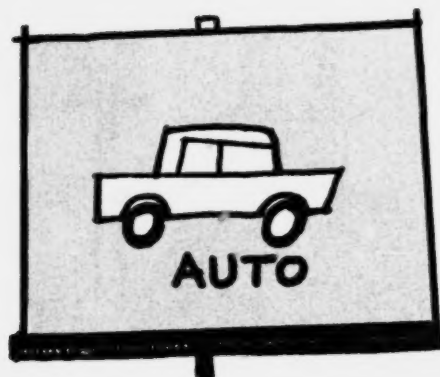
METHODS FOR TEACHING SAFETY

The good teacher discovers the most effective teaching methods. The following have been successful in teaching safety:

The experience method or "learning by doing." One learns to live safely by living safely. The teacher can use school activities, excursions, experiments, demonstrations, and skills.

The problem and project method. Pupil projects may include surveys and inspections; accident reporting; publicity for the safety program; drawing up safety regulations and aims; safety assembly programs, excursions, and exhibits; and special safety campaigns. A program arises from a recognized need, and is then planned, carried out, and evaluated by the pupils.

Dramatization or "make believe." Techniques include pantomimes, story plays, radio broadcasts, puppet shows, silhouettes, monologues, dialogues, musical comedies, ventriloquism shows, and television. Of particular value are dramatizations of how accidents may occur.



Play. Acuteness of the senses, muscular control, and coordination, developed through play, lead to safety in physical activities. "Policing up" the playground, acquaintance with hazards on apparatus, and inspection of apparatus can develop the proper safety concept through play activities.

Visual instruction. Visual aids include filmstrips, slides, motion pictures, drawings, diagrams, photographs, prints, posters, charts, and transparencies. Children learn more rapidly and retain longer if they can see as well as read and hear.

Verbalization. Discussions, lectures, and safety talks should be used with caution. Sermonizing on "the right and wrong way" does not produce safe behavior, for verbal instruction alone is not very effective with children.

No one method is best, but all have their place.

WHAT TO TEACH AND WHEN

Age Level

One school found that practically every safety fact in the elementary school curriculum is needed by the child before he reaches third grade. Certainly, the safety foundation at the primary level is of the utmost importance.

Safety is needed in day-by-day living in classrooms, lavatories, halls, auditoriums, gymnasiums, playgrounds, and on the way to and from school; it is necessary in arts and crafts work, in science experiments, and on field trips. The need for expanding and deepening safety understanding continues through the elementary school years.

Environment

Environment also determines *what* children should be taught and *when*. Some traffic signal lights, for example, use the direction "WALK," "DON'T WALK," or "WALK" and "WAIT." If the child has to live with these signals, he must know them. There are different natural hazards from place to place. Differing opportunities for recreation and play call for different safety conduct. Some children play on their own, while others are closely supervised.



With today's mobility, however, it is not enough for the child to know the hazards of his immediate environment. The safety curriculum must care for the child who may tomorrow be attending a dependents' school in Europe or Asia; be following his executive father from small town to middle-sized town to city; be travelling with migrant workers and experiencing the hazards of half a continent before returning to home base.

It is obviously impossible to teach all the facts which each child will need to know, but we can teach children to recognize hazards and to seek help in finding out how to overcome them.

Current Activities

Remember the hula hoop craze? Bouncevilles? Every few months, a new fad comes along; each one presents special hazards to the elementary school child. The teacher should be aware of these new activities as their popularity develops.

Some activities are pretty much always with us—sidewalk vehicles, bicycles, roller and ice skates, balls, marbles, yo-yos, jacks, jump ropes, cap pistols, and hopscotch. Each has special hazards. There are hobby activities—woodworking tools, chemical sets, leather working equipment offer opportunities to learn safety and lifetime interest, or to have an accident and lifetime regret.

Then there are seasonal activities. Halloween with its masks and its long, flowing costumes brings decided hazards. The hustle and bustle of Christmas, new toys, trees, and electric equipment, all have home accident potential. Winter brings sledding injuries; the first spring days bring a rash of outdoor accidents.

Some of these hazards can be handled by direct planning with the boys and girls; for some, parent cooperation is essential.

SPECIAL PROBLEMS

Safety During Physical Activity

In every grade except kindergarten, more than half of all school jurisdictional accidents, including going to and from school, occur in physical education-related activities.

How do we go about reducing these accidents? First, we must realize that there are more opportunities for accidents in organized games like softball, basketball, and circle games—even more in unorganized games or using apparatus—than there are while sitting at one's desk or walking in the corridors.

These activity situations at school are more similar to conditions away from school. If we can teach children to perform these activities safely while at school, we are giving them a practical ability for their out-of-school living.

To discuss your physical education program is not the purpose of this booklet, but perhaps a few hints will help.

- An adult, preferably a physical education teacher, must be on the school grounds whenever children are there. Many teachers prefer to be present even if there is a special physical education teacher, because of the insight it gives them into the children's needs and interests. For your own safety, if you are going to be on the playground, dress properly.
- If guided to make their own playground rules, the pupils will understand and obey them better. These may be nearly the same year after year, but there is problem-solving education involved in working them out each year.
- A pupil playground patrol is a useful learning activity and may have such responsibilities as inspecting the playground, reminding children who have forgotten the rules, and calling an adult promptly if things threaten to get out of hand.
- The pupils need to be taught by every means at hand that it is best to learn "skillful and correct" practices *before* starting a new activity. In using the slide, for example, a friction burn may be avoided by keeping the hands in the lap rather than running along the sides.



Physical Impairments

Pupils with obvious physical impairments are usually cared for by existing safety curriculums. However, those with slight impairments—partial vision or hearing loss, heart defects, poor muscular coordination—may present a real accident potential problem because the defect has not been discovered. Special testing may uncover these problems, and once they are recognized, these children must be taught what is “out of bounds.”

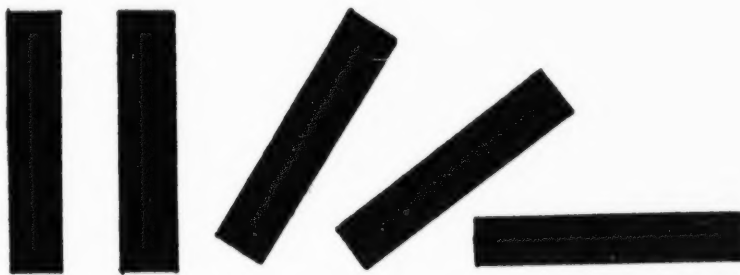
Emotional Problems

Although statistics in regard to accident proneness have been grossly misinterpreted, there is little doubt that frequent accidents are sometimes symptomatic of deep emotional maladjustment. All the classroom teacher can do is be alert and call in help.

Example: For instance, Sally had three or four accidents in a row. When the teacher asked Sally if she knew the reason, she burst into tears. The teacher called in the school nurse who found out that the family had just received word of the father's fatal illness.

Sometimes the emotional disturbance is temporary; sometimes the help of a skilled counselor is needed. Cumulative records which include individual accident reports are extremely helpful in locating cases in need of professional help.





Learning Experiences

IT IS IMPOSSIBLE TO SUGGEST LEARNING EXPERIENCES THAT WILL be universally helpful to all teachers. There are, however, certain general guides.

Planning for the learning experiences should be a cooperative affair, with pupils and their parents understanding the goals. Safety learnings tie in with principles of safety. For example:

- a) Hazards are observable and accidents can be predicted. It is possible to develop a safety sensitivity.
- b) Good housekeeping, including maintenance, is a component of safe living. If all crayons are picked up after art work on the floor, no one will slip and fall; an approved electric cord will not stay safe unless it is inspected and maintained safely.
- c) Accidents result not so much from the danger of the operation as from the skill of the operator. To swim safely, it is necessary to learn how to swim and to practice under supervision. The habit of seeking help to learn how to perform each new activity may be fostered in the school.
- d) One's ability to avoid accidents varies with such factors as health, fatigue, physical condition, and worry. Poor physical condition may account for the sudden upsurge of accidents to elementary school children on the first days of spring. Softened from the winter restraint, the children attempt to run, climb, and jump at levels above their physical conditioning.

And finally, every child should be made to understand why he became involved in an accident or why he caused an accident. At the same time, the teacher should guard against ridiculing a child. An accident may be an error, like a misspelled word or wrong arithmetic answer. But the child must be made to understand why it happened and how it could have been prevented.

PRIMARY OBJECTIVES

Children differ widely in their safety needs and readiness. These objectives are intended only as a starting point. However, by the time a child finishes third grade, one would expect him:

- To use stairs in a safe manner: not running or pushing, watching where he is going, keeping to the right, and holding onto the handrail where necessary.
- To carry objects in a safe manner: carrying sharp-pointed articles such as pencils, pens, and scissors with points protected; holding chairs in front of him, at joint of seat and back with legs pointed slightly back; keeping vision unobstructed.
- To use tools in a safe manner: selecting the correct tool for the job; knowing how to use it; returning it to its storage place after use; keeping it clean; and reporting any broken or otherwise unsafe tool.
- To take turns on equipment such as playground apparatus or drinking fountains, avoiding pushing and shoving.



- To follow good housekeeping practices: wiping up spilled liquid immediately; picking up toys and other objects; keeping out of the line of travel in work and play; keeping floors free of dirt, grease, and litter; and not putting objects which might fall on the window sill.
- To follow playground and building safety regulations and to understand and follow directions for disaster drills.
- To follow pedestrian safety practices: taking the safest way to home, school, and other places; obeying the school safety patrol, crossing guard, or police officer; knowing how to obey the traffic signals; checking carefully for approaching vehicles before crossing even with the green light or "WALK" sign; crossing the street only at corners, using protected crossings where available; using sidewalks or walking on the extreme left of a highway.



- To follow safe ways of waiting for, crossing the street to and from, entering and leaving, and riding in the school bus or the family car.
- To practice home safety: keeping a safe distance from stove; turning cold water on first and off last to avoid scalding; picking up toys and other objects; and keeping hands off medicines, cleansing agents, insecticides, and other poisons.
- To follow basic safety rules for playing near water or swimming; staying away from washers, dryers, and abandoned refrigerators; and avoiding playing with sharp objects and firearms.
- Not to associate with strangers; not to touch or play with strange animals, not to tease any animal.

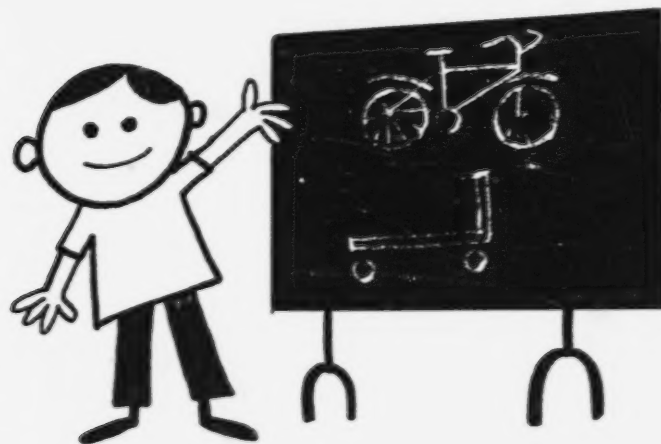
PRIMARY LEARNING EXPERIENCES

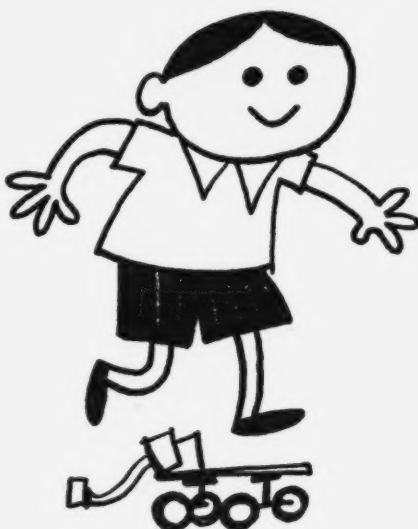
Planning Learning Experiences

- **Preschool roundup.** Before one can learn safety at school, one has to get to school safely whether by school bus, on foot or cycling, or in the family car. In any preschool roundup, safety instruction for the parents is important.



Example: "Safest way to and from school" maps have been used in many places; the route a child will follow is agreed upon by teacher, child, and parents, and is marked on the map. Some schools have a miniature intersection set up on the playground so that parent and child in a preschool visit can practice correct crossings. A school bus may be available so that the safe ways of riding can be demonstrated and practiced. "Welcome to School" booklets can give parents the background they need in safety.





- Have children repeat their names, parents' names, addresses, phone numbers, and name of school.
- Bring favorite toys to school and discuss safe ways for using each.
- Discuss and demonstrate safe conduct in coasting, roller skating, and playing ball.
- Have children list the wheeled vehicles they own and tell where they can be ridden safely; demonstrate courtesy.
- Have children make receptacles for matches. Demonstrate dangers of matches. Conduct simple experiments to show flammability of materials, effects of draft on fire, extinguishing fires.
- Demonstrate and practice correct way of carrying trays in cafeteria.
- Explain need for obeying rules and the value of "taking turns" because it increases fun and prevents accidents.
- Teach children to report all injuries, no matter how small, to an adult.
- Teach children to report fires immediately.
- Discuss, demonstrate, and practice safe use of equipment the first time it is used: playground equipment, tools, supplies such as clay and paints.
- Dramatize the work of the school safety patrol and the reasons for respecting and obeying them.
- List ways pupils can help with playground safety; practice these and other safety measures.

Example: One class chose a committee each week for playground inspection. Each morning and afternoon, before the class went to the playground, the team would inspect the playground for anything which could cause slips and falls or other accidents. The team corrected immediately anything it could (such as picking up pencils, sticks, or rocks), then returned and reported any hazards they could not correct. The teacher reported any major hazards to the maintenance department and the children were warned to stay away until it was corrected.

- Study the work of community helpers in safety—policemen, firemen, nurses, doctors, bus drivers. Dramatize, make scrapbooks, have representatives come and talk. Tour firehouse or police station.
- Discuss and demonstrate what things may be safely thrown.



- Let the students make out their own rules and safety code for classroom, school building, and playground. Then see that they follow and enforce their own rules.
- On a map of the school grounds, keep a record of all accidents.
- Make a "Be Careful" scrapbook with pictures of hazardous situations or places or people doing dangerous things; or of dangerous objects.
- Using a play house, let children demonstrate safe home practices (putting toys away, furniture arrangement, keeping stairs clean).

"Ad lib" Learning Experiences

The teacher who is truly convinced of the need for developing safety awareness in her pupils is ever alert for incidents offering an opportunity for safety practices. Consider these examples:

- Some of the children thought it was clever to put their feet out in the aisles and trip other children. This had to be discussed.
- While walking, one of the children discovered a banana skin on the walk. This was brought out as a hazard, and the children were warned to watch where they put their feet while walking.



- Moving furniture out of the way for games and rhythms can be a very real safety learning.
- After a collision or two, a discussion was held in which pupils came to the conclusion that "keeping to the right" is as good a rule in classroom and on playground as on the highway.
- Certain children were chosen for certain responsibilities because they showed themselves able to perform the tasks safely—Mary to water the plants because she is so careful to wipe up "spills," Jack to pass the scissors because he always remembers to give them to others handles first.
- In discussing safety in bus riding, one boy boasted that he always stood up in his father's car. The children then planned and executed an "experiment" in which they took two dolls of exactly the same size and weight, and put them, one standing and one sitting, in a toy wagon. Then they ran the wagon down an incline. The results clearly indicated the hazards of standing in a motor vehicle.
- One primary teacher uses a plan which deserves consideration by other teachers. This is a quiet time just before going home with an attempt to create a happy frame of mind for each child, a gentle reminder to go home safely, and a look forward to a happy tomorrow. Children with special problems are particularly made to feel that they will be needed at school the next day.
- A new house being built near the school offered an irresistible charm for exploration. In one class, during a discussion of the wisdom of staying away from the construction, the pupils asked many questions the teacher couldn't answer. A letter was composed by the children and sent to the contractor. The children were invited to make a field trip to the site to learn about safety during the building, and the safety built into the house. The curiosity of the pupils was satisfied, there was no more playing about the construction, and they had a valuable safety learning experience.

- The fire chief asked to show a film to the entire school during fire prevention week. As it was too advanced for the first three grades, the teachers asked the fire chief to spend a little time in each room instead. The third-grade children appointed a panel to ask him questions about fire prevention. The second grade looked for fire hazards in their own homes and built a model home showing the hazards, which they then explained to the chief. The first grade demonstrated how to call the fire department from a model call box and from the telephone.
- Several accidents with pets indicated that special attention needed to be given to that area. The first step was a survey of the pets which the children owned. First a chart was made with the names of the pets and the number of children owning such a pet (combining reading readiness with arithmetic readiness). Children who did not have pets were allowed to adopt in imagination any pet of their choice. A frieze of portraits of their pets was prepared. A copy of the local ordinance relating to pets was secured, after one child asked about muzzling dogs. The science department loaned the class a pair of rabbits, and by rotating the care of the animals among the children, all were able to practice what they had learned.





INTERMEDIATE OBJECTIVES

By the time a child finishes sixth grade, one would expect him, in addition:

- To be aware of the need for safety rules in everyday life; to realize why accidents happen; and to begin to recognize his moral and social responsibility for the safety of other people.
- To appreciate the part our school and community play in keeping him safe.
- To be more thoughtful and careful in his desire for adventure. To have developed a "safety sense" in regard to new situations and in recognizing hazards which may be avoided.
- To have developed more skills in managing himself physically.
- To recognize and cope with home hazards.

INTERMEDIATE LEARNING EXPERIENCES

Planned Learning Experiences

- This is a good age to make use of the problem-solving technique. When the pupils approach a new situation (a new activity in the classroom, a new sport to be learned), let them use these five steps:

Study the area and determine the potential hazards.
Discuss these hazards in the group.
Select the most urgent.
Divide these into parts to be worked on.
Plan the course of action.

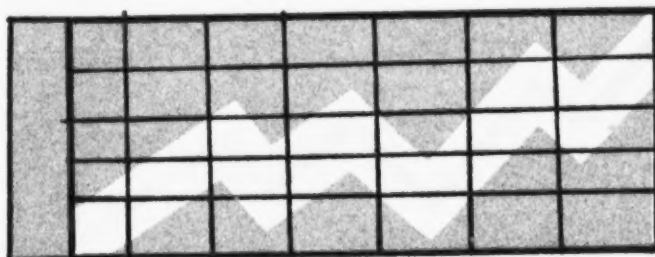
When a child learns why he does something safely, his precautions become a part of him, built into his character. Let the children plan their own safety program and tell you *why*.

- Visit and discuss departments of city government that contribute to community safety such as fire, police, public works departments.
- A thorough review and study of traffic regulations with emphasis on pedestrian and bicycle safety. An interesting sidelight would be to compare current traffic laws with those of the 1920's to see how they have been changed to keep up with modern life.



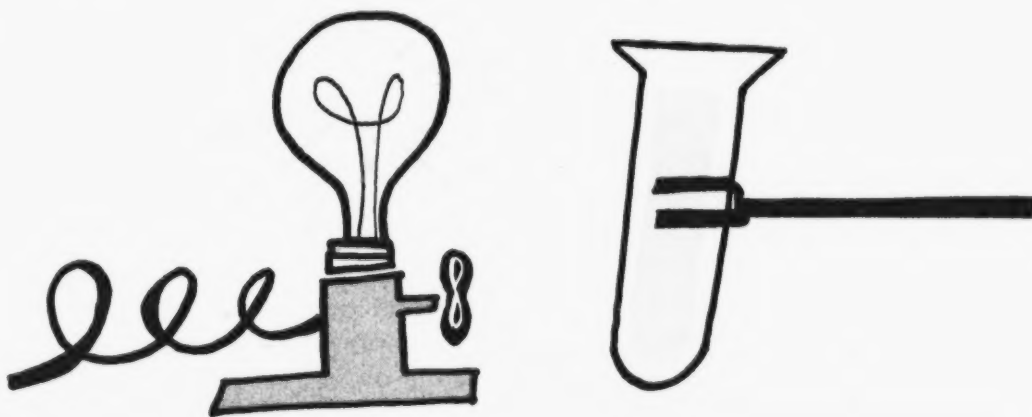
- Have students bring in newspaper accounts of accidents and have a weekly discussion period to try to determine the causes of these accidents and how they could have been prevented.
- Dramatize the use of the telephone in home emergencies.
- Plan a weekly discussion of close calls and minor accidents which have happened to the pupils. Investigate the relationship between close calls and minor accidents, see how they become major ones, and how to prevent them from happening again or to someone else.
- Discuss hazards associated with large crowds.
- Learn skills in physical education which help prevent accidents, i.e., proper use of all equipment and rules of the games. Discuss how fair play and good citizenship help prevent accidents.
- Safety study can be profitably incorporated into many areas.

Social Studies: How changes in our way of living bring about new hazards, and old hazards disappear (How many people get kicked by horses today as compared with 100 years ago?); people and agencies working for our protection; local laws and regulations designed for safety.



Math: Accident statistics made into graphs or expressed as percentages.

Conservation: Need for plant and animal life for our existence; why fire prevention is important for these and for soil and water conservation.



Science: An understanding of electricity and chemicals and their safe use; study of the stopping times of skates, autos, and bikes on wet and dry pavements.

Vacation: Discuss and demonstrate vacation hazards associated with swimming, boating, fishing, going barefoot, going on picnics, camping, collecting plants (hobby), getting a sun tan, and hiking, and how to protect oneself from lightning, poisonous plants, and snakes.

"Ad lib" Learning Experiences

- A sixth-grade class charged with providing the program for an annual PTA meeting decided they would tell their parents about a real school problem. They decided that the most pressing problem was safety on the playground. First, they made an inspection to locate the hazards. Then pictures were taken and made into glass slides. Suggestions for correction of the hazards were worked out. As a result, the PTA voted for improvement of the playground, presented an almost identical program to the School Board, and the hazards were removed.
- For the use of students of all levels at the school, the student council prepared an illustrated booklet on "Don and Donna at the Main Street Elementary School." Beginning with getting up in plenty of time to get to school safely and ending with going to bed at night, the book was filled with suggestions for making the school experience safe, healthy, happy, and educationally profitable.
- As a contribution to the local flower show, the upper grades prepared an exhibit of garden tools, materials, and equipment showing safe ways of using each, safe ways of lifting, carrying, and lowering heavy bags of fertilizers, and so forth. Each tool and piece of equipment was connected by a gayly colored ribbon to a cardboard which gave not only the rules for safe use but the scientific principle on which the rule was based (for instance, correct lifting is based on the biological fact that leg muscles are stronger than back muscles; never put pressure spray cans in a fire because heat expands the gas which makes the pressure and causes the container to explode).
- A sixth-grade class studied the local bicycle ordinance, rewrote it in laymen's terms, illustrated it, and had it duplicated and distributed to all the homes in the community.
- The class presented a demonstration of safety with electrical equipment to a parents' Christmas party. Simple experiments were shown as a basis for Christmas safety precautions.





- In early March, just before the kite-flying season, the student safety council staged a kite-flying rally. Parents found the school decorated with pupil-made kites, each bearing a safety rule. A large town map hung at the main school entrance showed safe and unsafe kite-flying locations. After songs, skits, poems, and some serious discussion in the auditorium, the audience adjourned to the playground to watch some expert kite flying.
- The language arts, including foreign languages, is about the only elementary school area of study that does not involve safety as an integral part, but safety needs the language arts to get its message across. One class, in a locality where there were many newcomers to America, took on the task of translating the safety signs.
- A sixth-grade class made a study of accidents which happened in their families for a six-month period. They made simple graphs, part of their arithmetic curriculum, and compared these with the graphs for national accidents. As they did so, they learned about differing local hazards and the dangers of generalizing on insufficient data.
- One student safety council decided to find out where in the community boys and girls could learn to swim. They learned the names and addresses of the pools offering instruction, the hours scheduled for elementary classes, whether the instruction was for beginning or advanced, the terms, whom to phone, and safety precautions taken for the learners. This information was distributed to all the parents.

FINDING OUT HOW WELL WE ARE DOING

In the last analysis, the success of a program of safety education is judged by the prevention of accidents, but this is too long-term an evaluation for the classroom teacher. Teachers wishing to evaluate the safety program will find these devices helpful:

Tests of Knowledge, Skills, and Attitudes

It must be remembered that tests do not reveal what pupils will do in a natural situation. A test on bicycle regulations reveals only that students do or do not know the rules; it would not reveal the manner in which students obey the rules when riding their bicycles. Perhaps the greatest value of tests is to detect pupil strengths and weaknesses, and in some instances, provide an incentive for learning.

Discussion

Often the class or safety council can itself perform a creditable evaluation of its learning experiences. This type of discussion needs to be handled with care, as it may turn into a point-the-finger session. It is most successful with a "ground rule" forbidding direct reference to self or classmate.

Inspections

Bicycle and home inspections are useful devices for testing what has been learned. The teacher who observed a girl take her bike through the line three times, in the hope the inspector would not notice that the chain was loose, learned a great deal about the bicycle program. Reports by the children on home inspections are valuable, but the real test of the safety program is not how many hazards are found but how many are removed.

What Would I Do If—

Several tests which allow for judgments as to what should be done in a dangerous situation have been developed. A situation is described and three choices of action are given—one under-protective, one overprotective, and one "right." This same technique could be used by the teacher, and while a right choice on paper does not necessarily indicate right practice, some relationship may be assumed.

Example: Harry, a fifth-grade pupil, sees Jane, a second-grader, standing up in the swings. He should:

- (a) Order her down
- (b) Pay no attention to her
- (c) Talk to her and tell her of the dangers of standing in the swings.

Probably the key to "finding out how well we are doing" is to know what we are trying to do. If teacher, pupils, and parents understand the objectives of safety education for the particular group of children or for an individual child, some indications of success or failure will, we believe, be forthcoming.

Resource Material

Many teaching aids on safety are available from local resources—the community safety council, police and fire departments, health agencies, the civil defense office, insurance companies, the recreation department, and local branches of the national organizations listed below. Try your local and state sources first; then write to the following for price lists of safety materials and films:

American Academy of Pediatrics, 1801 Hinman Ave., Evanston, Ill.
 American Automobile Assn., 1712 G St., N.W., Wash. 6, D.C.
 American Medical Assn., 535 N. Dearborn St., Chicago 10, Ill.
 American National Red Cross, Wash. 13, D.C. Of special interest: *Suggested Guides for Safety Instruction* (available only through Red Cross teacher-sponsor of schools enrolled in Junior Red Cross); *Teaching Johnny to Swim*.
 Bicycle Institute of America, 122 E. 42nd St., N.Y. 17, N.Y.
 Center for Safety Education, New York University, N.Y. 3, N.Y.
 Forest Service, U.S. Dept. of Agriculture, Wash. 25, D.C.
 General Motors Corp., 3044 Grand Blvd., Detroit 2, Mich.
 Johnson and Johnson, New Brunswick, N.J.
 Metropolitan Life Insurance Co., Welfare Div., N.Y., N.Y.
 National Board of Fire Underwriters, 85 John St., N.Y. 38, N.Y.
 National Commission on Safety Education, NEA, 1201-16th St., N.W., Wash. 6, D.C. Of special interest: *Safety Guides for You—in the Primary Grades*; *Safety Guides for You—in the Intermediate Grades*; *Our Schools Plan Safe Living*; *Checklist of Safety and Safety Education in Your School*.
 National Congress of Parents and Teachers, 700 N. Rush St., Chicago 11, Ill. Of special interest: *Signals for Safety*.
 National Fire Protection Assn., 60 Batterymarch St., Boston 10, Mass.
 National Rifle Assn., 1600 Rhode Island Ave., N.W., Wash. 6, D.C.
 National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.
 Of special interest: *Safety Education*, a monthly magazine for the classroom teacher.
 National Society for Prevention of Blindness, 16 E. 40th St., N.Y., N.Y.
 Office of Civil and Defense Mobilization, Battle Creek, Mich.
 Prudential Insurance Co., Education Dept., Box 36, Newark, N.J.

FILM PRODUCERS

Check with your local and state lending sources. Some of the film producers who have current safety titles suitable for elementary school showings are listed below.

Association Films, Inc., 206 S. Michigan Ave., Chicago 3, Ill.
 Castle Films, Inc., 445 Park Ave., N.Y. 22, N.Y.
 Cinesound Co., 237 N. LaBrea Ave., Hollywood 38, Calif.

Coronet Instructional Films, 65 E. South Water St., Chicago, Ill.
 Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.
 Frendal Productions, Inc., 435 S. El Moline, Pasadena, Calif.
 General Electric Co., Motion Picture Bureau, 1 River Rd., Schenectady 5, N.Y.
 Modern Talking Picture Service, Inc., 45 Rockefeller Plaza, N.Y. 20, N.Y.
 National Film Board of Canada, 630-5th Ave., N.Y. 20, N.Y.
 Portafilms, Orchard Lake, Mich.
 Progressive Pictures, 6351 Thornhill Dr., Oakland 11, Calif.
 Society for Visual Education, 1345 Diversey Pkwy., Chicago 14, Ill.
 Sterling Movies, Inc., 375 Park Ave., N.Y. 22, N.Y.
 Vocafilm Corp., 369 Lexington Ave., N.Y. 17, N.Y.
 Walt Disney Productions, 16 mm. Film Div., 2400 W. Alameda Ave., Burbank, Calif., or 4755 Madison Ave., N.Y., N.Y.
 Westinghouse Electric Corp., Film Div., Box 868, 511 Wood St., Pittsburgh 30, Pa.
 Young America Films, 18 E. 41st St., N.Y. 17, N.Y.

REFERENCE TEXTS

Florio, A. E., and Stafford, G. T. *Safety Education*. Second Edition. New York: McGraw-Hill Book Co., Inc., 1962.
 Stack, Herbert J., and Elkow, J. Duke. *Education for Safe Living*. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957.
 Many elementary school textbooks are helpful references. Write to these publishers for information about their health and safety series:

American Book Co., 351 E. Ohio St., Chicago 11, Ill.
 Bobbs-Merrill Co., Inc., 1720 E. 38th St., Indianapolis 6, Ind.
 Ginn and Co., 2301 Prairie Ave., Chicago 16, Ill.
 Laidlaw Bros., Thatcher & Madison, River Forest, Ill.
 Lyons and Carnahan, 2500 Prairie Ave., Chicago 16, Ill.
 MacMillan Co., 60 Fifth Ave., New York 11, N.Y.
 Scott, Foresman and Co., 433 E. Erie St., Chicago 11, Ill.
 John C. Winston Co., 1010 Arch St., Philadelphia 7, Pa.

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